

THIRTY-SEVENTH ANNUAL REPORT
OF
THE TRUSTEES
OF THE
PUBLIC SCHOOL SOCIETY
OF
NEW-YORK,
WITH
A SKETCH OF THE RISE AND PROGRESS
OF
THE SOCIETY.

NEW-YORK:
PRESS OF M. DAY & CO., 374 PEARL-STREET.
JAMES EGBERT, PRINTER.

1842.

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(1842)

ANNUAL REPORT.

WITH profound emotions forced upon the mind by a review of the occurrences of the past year, especially those of recent date, and not unmingled with melancholy forbodings of the future, the Trustees of the Public School Society present their thirty-seventh Annual Report.

After a successful career of thirty-seven years, during which it has been their lot under the blessing of Divine Providence, to be the humble instruments of conveying the benefits of moral and literary instruction to many, very many thousands of the children of their fellow citizens, both native born and of foreign origin, it has pleased the Legislature of our State to enact a statute which the Trustees fear will result in subjecting their noble Institution to the blighting influence of party strife and sectarian animosity. The glory of their system, its uniformity, its equality of privilege and action, its freedom from all that could justly offend, its peculiar adaptation to a floating population embracing an immense operative mass, unable from their circumstances to devote many years to educational pursuits—is dimmed, they fear, forever.

The boast of our city, that in her Public Schools the children of the rich and the poor, of the American, and the Foreigner, all mingled as a band of brothers, imbibing feelings and acquiring sentiments of an equality of rights and privileges, both as citizens of this great republic and children of one common Father, in whose sight all the people of the earth are as one, is overthrown.

How far and how long the Board may be able to continue their schools under the intricate provisions of the "Act," they are at this time unable to ascertain. It may be sufficient to say, that the simple, comprehensive and compact system matured through so many years assiduous examination and careful adaptation to its object, is about to be impaired if not destroyed by the introduction of another of complex character, a system, which if not impracticable, is in their judgement ill suited to a city population.

With this hasty glance at recent events, the Trustees proceed to sketch a review of their proceedings during the past year.

The whole number attending all the schools for white children, on the 1st instant, was 18,341, and coloured 988, viz:—

		BOYS.	GIRLS.
14 Boys' Schools,	white	4642	
14 Girls, do	do		3650
2 Boys' and Girls'	do	390	60
12 Primary Departments,	do	1863	1579
48 Primary Schools,	do	3161	2996
2 Boys' Schools,	colored,	304	
2 Girls' do	do		254
1 Primary Department,	do	60	83
3 Primary Schools,	do	119	168

There were also, in addition to the above, 344 children under four years of age attending the several Primary Departments.

It is a cause of deep felt gratification that the numerous schools under their charge are more fully attended than ever before, and are at the same time in excellent condition. The multifarious and incessant labours of those who have been so deeply interested in their success, are thus agreeably rewarded, while the schools do credit to the faithful and conscientious instructors who have been placed over them.

Although very desirous to extend the sphere of their operations, which is called for by the rapidly increasing population of

our city, the Trustees have not been able since their last report to add to the number of their schools, (with the exception of a single Primary) owing to the want of funds. Some apology may perhaps be found in the present heavy indebtedness of our city, and the depressed and disordered condition of the financial interests of the country. Under these circumstances, the municipal authorities have deemed it proper not to increase the sum appropriated to the purposes of common school education, although authorized to do so by existing statutes. How far it is justifiable to check the onward progress of such an institution, as the one committed to the management of the Board of Trustees, and to curtail its usefulness, by allowing it to suffer from the temporary financial embarrassment of the country, is a question of momentous concern. In the view of the Trustees there are many interests that should suffer before the vital one, of providing for the intellectual and moral welfare of the rising generation should be deprived of its just and progressive means of usefulness.

With the schools in general, those for the improvement of their junior teachers and monitors, have during the past year, continued to flourish, promising a harvest of well qualified and faithful laborers in the cause.

The benefits contemplated from the free scholarships in our Universities and Grammar Schools, and in Rutgers' Institute, have been sought by a number of pupils. Several students who have entered college from the Public Schools, have been distinguished for those high intellectual and moral attainments so gratifying to their instructors, and so creditable to themselves.

In the appendix will be found the customary tabular statements, exhibiting in the usual form, the progressive advancement of the pupils in their respective classes; and also a schedule of the income and expenses of the Institution as shown by the Treasurer's accounts, and vouched by a special committee, in the manner required by the By-Laws.

Appended to the annual statement furnished by the Board to

the constituted authorities, will be found a census of the children in the Public Schools, showing that a very small proportion of those attending them, is over 12 years of age. From this it is not unreasonable to infer, that a large number of those not actually at school, have received what their parents deem a sufficient degree of education, and have been called upon by them to assist in procuring a livelihood for the family.

There will also be found a table showing that the actual number of children that received instruction in the schools during the past twelve months, was nearly double that returned in accordance with the form required by law.

Believing it may be both useful and interesting to their fellow citizens to be made more fully acquainted with the history and progress of the Public Schools, and of the manner in which they are conducted, the Trustees have deemed it advisable to have prepared a concise sketch of each.

ROBERT C. CORNELL, *President.*

A. P. HALSEY, *Secretary.*

New-York, May 6th, 1842.

Dr.

Summary of the Treasurer's Account with the Public School Society of New-York, from 1st May, 1811, to 1st May, 1812.

Cr.

To Cash paid Salaries of Teachers and Monitors of White Schools,		Ry balance from old account, 1st May, 1841.		
" " Colored "	62,077 77	By Cash from Commissioners of the School Fund,	-	443 76
" " Visters, Agents and Book-keeper,	4,729 15	" In full of Mahlon Dwy's Bond,	-	150 27
" " Sundry Bills for Supplies,	2,137 51	" Rent,	-	271 38
" " Supplies for shop and Carpenters Wages,	15,092 46	" Fees of Membership,	-	1,500 00
" " Repairs,	3,826 21	" Fuel used by Sunday Schools,	-	833 75
" " Cleaning and Whitewashing,	3,126 85	" Lessors of Primary No. 6, amount expended in fitting up said room,	-	130 00
" " Stoves, Cleaning, fitting-up, &c.,	1,148 69	" Brooklyn Public School for Scripture Lessons,	-	223 00
" " Sundry small bills,	1,338 23	" Manhattan Fire Insurance Co., damage to Primary } 14 by fire, }	-	36 68
" " Printing, &c.,	917 07	" Borrowed from Union Bank on the Treasurer's Note,	-	6 25
" " Strip of land adjoining No. 5,	301 26	" Interest,	-	10 00
" " Fitting up Colored Primaries 4 and 6,	130 35	"	-	1,880 90
" " Rent of Primary School Rooms,	3,765 75	"	-	10,000 00
" " Interest,	7,069 50			
" " Insurance,	1,099 36			
" " Treasurer's Notes discounted by the Union Bank,	28,000 00			
" Balance to new account,	502 56			
\$135,355 72				\$135,355 72
By Balance from old account,	-			\$50,456

NEW-YORK, FIFTH MO. (MAY) 6TH, 1842.

Errors excepted.

SAMUEL F. MOTY, TREASURER.

The Committee appointed to examine the account of SAMUEL F. MOTT, Treasurer of the "Public School Society of New-York," have compared the charges with the vouchers, and find them correct; leaving a balance in his hands of Five Hundred and Two Dollars and Fifty-six Cents.

The debt of the Society amounts to One Hundred and Three Thousand Four Hundred Dollars, on Bond and Mortgage, the same as last Year, and Ten Thousand Dollars, on temporary loan of the Union Bank.

NEW-YORK, MAY 9th, 1842.

(Signed)

J. R. HURD,
B. R. WINTHROP, } Committee to examine
Treasurer's accounts.

COPY OF THE ANNUAL RETURN OF THE TRUSTEES TO THE COM-
MISSIONERS OF SCHOOL MONEY.

Exhibit of the number of scholars between the ages of four and sixteen years, taught in the schools attached to the Public School Society of the City of New-York, from the 1st of May, 1841, to the 1st of May, 1842.

	BOYS.	GIRLS.	TOTAL.
For the quarter ending 31st July, 1841,	13,824	11,362	25,186
“ “ “ “ Oct. “	13,112	11,438	24,550
“ “ “ “ Jan. 1842,	13,274	10,993	24,267
“ “ “ 30th April, “	13,486	11,197	24,683
	53,696	44,990	98,686

Average number 24,671. Of this number 1,329 were colored children. In addition to this number, 365 children under four years of age were taught in the Primary Departments. The number of children on the registers of the several schools on the 1st of May was 19,329.

The average number of attending scholars between the ages of four and sixteen years, during the year ending on the 30th April, obtained in the manner prescribed by law, was 14,543,* and for this, reference is made to the attested certificates of the teachers submitted herewith.

The actual number of school sessions in a year is five per cent, less than 500, the divisor fixed by law; and consequently the difference between the number reported as attending scholars, and the actual number, amounts to about 800.

The actual average attendance the past quarter was 15,729.

We do hereby certify under the corporate seal of the above Institution, that the preceding is a true exhibit; that the schools have been kept open during the whole year, the usual vacation of three weeks excepted. That the Institution has received from the Commissioners of Common Schools in the City of New-York within the said year, the sum of \$120,271.38, which has been appropriated to the payment of teachers, and the general expenses of the Institution.

ROBERT C. CORNELL, *President.*



A. P. HALSEY, *Secretary.*

New-York, May 14th, 1842.

* See table on the opposite page.

Ages of the pupils in the Public Schools on Register March 1842,

	AGES.	PUBLIC SCHOOLS.	PRIMARY.	TOTAL.
between	3 and 4	151	15	166
"	4 and 5	561	1013	1574
	5	769	1266	2035
	6	1089	1267	2356
	7	1218	1018	2236
	8	1569	775	2344
	9	1790	560	2350
	10	1835	340	2175
	11	1477	181	1658
	12	1297	123	1420
	13	963	64	1027
	14	590	26	616
	15	207	7	214
	16	45	1	46
		<u>13,561</u>	<u>6,656</u>	<u>20,217</u>

Total number on Register in March 1842, is 20,217
 " " " " 1841, was 17,979

Showing an increase of 2,236 for 1842.

Total number of pupils taught in the Public Schools for the year ending May 1st 1842, as ascertained in detail according to the following form.

For example: Public School No. 14, Boys—

On Register May 1st 1841, 332
 Admitted during the year, 312
644

Received from Primary Schools, 63
 " from other Public Schools, 35
 Re-admissions during the year, 32
 deduct, ——— 130

Number actually taught, 514

	BOYS.	GIRLS.		BOYS.	GIRLS.
Pub. Sch. No. 1	325	247	Brought up,	5607	3304
" " 2	611	541	Pub. Sch. No. 11	620	564
" " 3	656	530	" " 12	608	563
" " 4	570	574	" " 13	471	364
" " 5	663	328	" " 14	514	552
" " 6	1225		" " 15	430	252
" " 7	539	457	" " 16	667	646
" " 8	454	371			
" " 9	190			8917	6345
" " 10	374	256		<u>6345</u>	

Carried up, 5607 3304 15262 white.

Colored School No. 1 285 238
 " " 2 174 156
394
459

853 colored.

Public Schools, 16,115
 Primary Schools, 22,492
 Total, 38,607

THE FOLLOWING ARE THE LOCATIONS AND SIZES OF THE SCHOOLS.

	Teacher,	Assistant,
No. 1, 245 William-st., near Duane,	Richard S. Jacobson,	223 boys.
Primary Department.	Eliza Harris,	do. 222 girls.
No. 2, 100 Henry-street,	Harriet M. Megie,	do. 292 boys and girls.
Primary Department.	William Belden,	do. 365 boys.
No. 3, 382 Hudson-street,	Sarah A. Olmsted,	do. 251 girls.
Primary Department.	Charlotte C. Marshall,	do. 401 boys and girls.
No. 4, 203 Livingston-street,	David Patterson,	do. 448 boys.
Primary Department.	Isabella F. McCormick,	do. 338 girls.
No. 5, 198 Mott-street,	Mary G. McDonald,	do. 306 boys and girls.
No. 6, on Long Island Farms,	John Patterson,	do. 360 boys.
Primary Department.	Mary Doane,	do. 282 girls.
No. 7, 61 Chrystie-street,	Joseph M'Keen,	do. 312 boys.
Primary Department.	Margaret T. Hennatty,	do. 203 girls.
No. 8, 65 Grand-street,	Thomas P. O'Ke,	do. 330 boys.
Primary Department.	Susan Jackson,	do. 20 girls.
No. 9, 125 Duane-street,	J. W. Ketcham,	do. 155 boys and girls.
Primary Department.	Sarah Ann Bunker,	do. 365 boys.
No. 10, 125 Duane-street,	Chas. S. Pel,	do. 300 girls.
Primary Department.	Harriet Bartine,	do. 276 boys.
No. 11, 180 Wooster-street,	S. C. Elmendorf,	do. 245 girls.
Primary Department.	J. P. Hoy,	do. 353 boys and girls.
No. 12, —Seventeenth-street,	N. W. Starr,	do. 100 boys and girls.
Primary Department.	Maria G. Hatch,	do. 262 boys.
No. 13, 237 Madison-street,	Sarah A. Fowler,	do. 178 girls.
Primary Department.	W. H. Browne,	do. 294 boys and girls.
No. 14, 238 Houson-street,	Anna M. Bussell,	do. 400 boys.
Primary Department.	Eliza A. Crawford,	do. 307 girls.
No. 15, in Twenty-seventh-street,	Asa Smith,	do. 345 boys and girls.
Primary Department.	Elizabeth Lindon,	do. 393 boys.
No. 16, Fifth-street, near Av. D.	Electa Howell,	do. 373 girls.
Primary Department.	Andrew V. Stout,	do. 414 boys and girls.
No. 17, in Twenty-seventh-street,	Sophia S. Cornell,	do. 273 boys.
Primary Department.	C. King,	do. 226 girls.
No. 18, in Twenty-seventh-street,	Leonard Hazeltinge,	do. 249 boys and girls.
Primary Department.	Jane W. Miller,	do. 345 boys.
No. 19, in Twenty-seventh-street,	Emily Johnson,	do. 245 girls.
Primary Department.	William A. Walker,	do. 400 boys and girls.
No. 20, in Twenty-seventh-street,	Caroline T. Whiting,	do. 276 boys.
Primary Department.	L. Lynch,	do. 177 girls.
No. 21, in Twenty-seventh-street,	Abm. K. Van Velsk,	do. 257 boys and girls.
Primary Department.	Fezon T. Robbins,	do. 344 boys.
No. 22, in Twenty-seventh-street,	Laura E. Chadeayne,	do. 309 girls.
Primary Department.		do. 284 boys and girls.

Total, 12,492

PRIMARY SCHOOLS.

No. 1, 85 Orchard-street, near Broome,	Urania Downs, Teacher,	235 boys and girls.	
No. 2, rear of 42 Orange-street, near Leonard,	Julia A. Westcott,	do 113	do
No. 3, 100 Cannon-street, near Rivington,	Elizabeth S. Swift,	do 127	do
No. 4, basement of the Church corner of Chrystie and Delancy-streets,	Aurelia S. Barrett,	do 116	do
No. 5, 401 Cherry-street, near Walnut,	Elizabeth C. Post,	do 121	do
No. 6, corner of Norfolk and Broome-sts.	C. Van Vleck,	do 160	do
No. 7, corner of Delancy and Attorney-streets,	Matilda Devoy,	do 135	do
No. 8, 23 King-street, near MacDougal,	H. A. McCormick,	do 225	do
No. 9, Bleeker-street, corner of Amos,	D. C. Cozzens,	do 217	do
No. 10, 174 Amos-street, near Washington,	Susanna Whitney,	do 104	do
No. 11, 29 City Hall Place, rear of Chatham Chapel,		64	do
No. 12, Broome-street, corner of Ridge,	Mary D. Weeks,	do 196	do
No. 13, rear of 42 Orange-street, near Leonard,	Mary Allison,	do 110	do
No. 14, rear of Public School No. 7, Chrystie-street, near Hester,	Caroline J. Coffin,	do 135	do
No. 15, 36 Stanton-street, near Chrystie,	Mary Ann M'Cune,	do 139	do
No. 16, 588 Fourth-street, near Avenue D, (for Germans,)	Thomas Cook,	do 214	do
No. 17, 408 Broome-street,	Mary Oliver,	do 90	do
No. 18, Cannon-street, near Broome,	N. C. Balch,	do 207	do
No. 19, 273 Spring-street,	Martha Dunlavy,	do 136	do
No. 20, 401 Cherry-street,	Mary E. Purdy,	do 85	do
No. 21, 41st-street, west of Bloomingdale Road,	Jane Steele,	do 121	do
No. 22,		do 137	do
No. 23, basement of Public School No. 4, Rivington-street, near Ridge,	Emeline Sands,	do 197	do
No. 24, Bleeker-street, corner of Downing,	Abigail Harrison,	do 175	do
No. 25, 61 Thompson-street,		do 67	do
No. 26, do do	Rebecca N. Brand,	do 62	do
No. 27, rear of 11 Oak-street, opposite Chestnut,	Ann P. Day,	do 107	do
No. 28, do do		do 116	do
No. 29, 174 Amos-street, between Washington and Greenwich,	Eliza Armstrong,	do 130	do
No. 30, corner of White and Centre-sts.	Cecilia Miller,	do 111	do
No. 31, rear of No. 6 Rector-street, near Lumber,	J. C. Jouy,	do 91	do
No. 32, do do	Eliza Mullen,	do 85	do
No. 33, 154 Barrow-street, near Hudson,	Mary A. Van Pelt,	do 83	do
No. 34, do do	Jane A. Ebbets,	do 83	do
No. 35, Broadway, near 21st-street,	C. Chadeayne,	do 88	do
No. 36, 36th-street, east of 9th Avenue,	E. J. Trott,	do 141	do
No. 37, 273 Spring-street,	H. T. Williams,	do 128	do
No. 38, Factory-street, near Bank,	Anna Armstrong,	do 120	do
No. 39, do do	Jane E. Percy,	do 144	do
No. 40, Rear of Public School No. 7, Chrystie-street, near Hester,	C. A. Thompson,	do 129	do
No. 41, Eighteenth-street, near 8th av.	L. J. Whitney,	do 193	do
No. 42, rear of No. 117 Clinton-street,	Margaret Cleland,	do 110	do
No. 43, do do	Agnes Yates,	do 95	do
No. 44, 100 Cannon-street, near Rivington,	Harriet Carpenter,	do 119	do
No. 45, Rivington-street, near Mangin,	Sarah Ann Young,	do 123	do
No. 46, do do	Mary J. Thompson,	do 122	do
No. 47,	Mary A. Westray,	do 90	do
No. 48,	Mary J. Meeks,	do 61	do

PUBLIC SCHOOLS FOR COLORED CHILDREN.

No. 1, in Mulberry-street, No. 135, near Grand.			
John Peterson, Teacher ;	Assistant,	165 boys.	
Caroline Roe, do	Fanny Tompkins, do	149 girls.	
No. 2, 53 Laurens-street, near Broome.			
R. F. Wake, Teacher ;	Assistant,	139 boys.	
Eliza D. Richards, do	do	105 girls.	
Primary Department.			
Sarah Ennalls, Teacher ;	Maria W. Stewart, Assistant,	179 boys and girls.	

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PRIMARY SCHOOLS FOR COLORED CHILDREN.

No. 3, 15th-st. east of 7th Avenue, Maria M. De Grasse,	Teacher, 82 boys & girls.
No. 4, Basement of Bethel church, 2d st. M. E. Robbins,	do 118 do
No. 5, 161 Duane-st. near Hudson, Rebecca F. Peterson,	do 87 do

 287

Public Schools and Primary Departments,	12,492
Primary Schools,	6,157
Public and Primary Schools for Colored Children,	1,024
Total,	19,673

EMPLOYMENT AND IMPROVMENT OF THE CHILDREN DURING THE PAST YEAR.

4481 children have been promoted from 1st	to 2d class.
4352 do do do	2d to 3d do
4309 do do do	3d to 4th do
4406 do do do	4th to 5th do
1052 do do do	5th to 6th do
2135 do do do	6th to 7th do
2617 do do do	7th to 8th do
1036 do do do	8th to 9th do
3394 do do do	to writing on paper.
5632 do do do	to addition and subtraction.
4039 do do do	to multiplication and division.
2404 do do do	to compound of first four rules.
1714 do do do	to reduction.
1591 do do do	to rule of three.
1208 do do do	to practice.
1612 do do do	to interest, &c.

N. B.—The 1st class learn the alphabet ; the 9th class is the highest reading class.

Of the 8,742 children in the Public, as distinguished from the Primary Schools and Primary Departments, there are now

4,898	learning	Geography.
2,821	do	Grammar.
54	do	Book-keeping.
529	do	History.
1,874	do	Astronomy.
406	do	Algebra.
99	do	Geometry.
19	do	Trigonometry.

**The following Officers and Trustees of the Public School Society
have been recently elected for the ensuing year.**

ROBERT C. CORNELL, PRESIDENT.

LINDLEY MURRAY, VICE PRESIDENT.

SAMUEL F. MOTT, TREASURER.

ANTHONY P. HALSEY, SECRETARY.

JOHN T. ADAMS,
STEPHEN ALLEN,
G. W. ATWOOD,
AUGUSTIN AVERILL,
MICAH BALDWIN,
CALEB BARTLETT,
WILLIAM BIRDSALL,
JAMES B. BRINSMADE,
THOMAS BUSSING,
WM. W. CHESTER,
ELISHA W. CLEVELAND,
SAMUEL R. CHILDS, M. D.,
ALBERT CHRYSTIE,
LYMAN COBE,
JOSEPH B. COLLINS,
PETER COOPER,
J. F. CORNELL, M. D.,
JOSEPH CURTIS,
MAHLON DAY,
HENRY E. DAVIES,
SAMUEL DEMILT,
ASAHEL A. DENMAN,
FREDERICK DEPEYSTER,
JAMES F. DEPEYSTER,
CHARLES DURFEE,
BENJAMIN ELLIS,
EDWARD FERRIS,
CLINTON GILBERT,

SAMUEL GRIFFING,
JOHN GROSHON,
LEWIS HALLOCK, M. D.,
J. HARSEN, M. D.,
EDMUND HAVILAND,
TIMOTHY HEDGES,
JOHN W. HOWE,
JOHN R. HURD,
HIRAM KETCHUM,
ABRAHAM R. LAWRENCE,
RICHARD M. LAWRENCE,
T. LEGGET, JUN.
JAMES M'BRAIR.
ABRAHAM M'BRIDE,
WILLIAM H. MACY,
WILLIAM MANDEVILLE,
ABNER MILLS,
JOHN MORRISON,
WILLIAM D. MURPHY,
JAMES B. NELSON,
CHARLES OAKLEY,
JAMES PALMER,
GEORGE PARDOW.
ANSON G. PHELPS,
PELATIAH PERIT,
GEORGE PESINGER,
PETER PINCKNEY,
CHAS. E. PIERSON, M. D.,

JAMES O. POND, M. D.,
THOMPSON PRICE,
WILLIAM ROCKWELL, M. D.,
J. SMYTH ROGERS, M. D.,
PETER A. SCHERMERHORN,
HENRY H. SCHIEFFELIN,
HENRY M. SCHIEFFELIN,
WILLET SEAMAN,
THOMAS L. SERVOS,
SAMUEL W. SETON,
BURRIT SHERWOOD, M. D.,
WILLIAM SMITH,
WASHINGTON SMITH,
REUBEN SPENCER,
LINUS W. STEVENS,
JAMES STORES,
L. SUYDAM,
NAJAH TAYLOR,
GEORGE T. TRIMBLE,
EDMUND WILLETS,
SAMUEL WILLETS,
ABRAHAM V. WILLIAMS,
WILLIAM WILLIS,
BENJAMIN R. WINTHROP,
THE MAYOR AND RECORDER, EX-
OFFICIO.

**The following are the Standing Committees of the Board of Trustees
for the Current year.**

1st. The EXECUTIVE COMMITTEE is composed of the Officers of the Society, the Chairman of each of the other Standing Committees, the Chairmen of the several School Sections, ex-officio, and of the following five specially elected members, viz : Samuel Demilt, Wm. H. Macy, Peter Cooper, Joseph B. Collins, and Augustin Averill.

2d. FINANCE COMMITTEE.—Najah Taylor and Stephen Allen.

3d. PRIMARY SCHOOL COMMITTEE.—Lindley Murray, Abraham R. Lawrence, Burrit Sherwood, M. D., Charles E. Pierson, M. D., J. B. Brinsmade, J. T. Adams, and Joseph Curtis.

4. COMMITTEE OF SUPPLIES.—Micah Baldwin, George Pardow, and J. T. Adams.

5th. PROPERTY COMMITTEE.—L. W. Stevens, B. R. Winthrop, Joseph B. Collins.

6th. LIBRARY COMMITTEE.—A. P. Halsey, J. B. Collins, and J. Smyth Rogers, M. D.

The immediate supervision and care of each Public School and its nearest Primary Schools, are committed to a section of the Trustees annually appointed. The following members compose the several sections, viz :

No. 1.	No. 2.	No. 3.
Mahlon Day, Micah Baldwin, C. E. Pierson, M. D.,	J. B. Brinsmade, Timothy Hedges, Lewis Hallock, M. D., Wm. D. Murphy, Hiram Ketchum. Thompson Price,	Benjamin Ellis, William Mandeville, Clinton Gilbert, Charles Oakley, L. Suydam, J. Harsen, M. D., William Willis, John Groshon.
No. 4.	No. 5.	No. 6.
J. Smyth Rogers, M. D., S. W. Seton, James Palmer, H. M. Schieffelin, Albert Chrystie.	Lyman Cobb, Joseph B. Collins, James M'Brair, Caleb Bartlett, Henry H. Schieffelin. Linus W. Stevens,	Samuel Griffing, William Mandeville, L. W. Stevens.
No. 7.	No. 8.	No. 9.
George T. Trimble, George Pardow, Wm. H. Macy, John T. Adams.	Abraham R. Lawrence, T. L. Servoss, Burritt Sherwood, M. D., W. W. Chester,	James F. DePeyster, A. V. Williams, P. Perit. Wm. Rockwell, M. D.,
No. 10.	No. 11.	No. 12.
Najah Taylor, Richard M. Lawrence, P. A. Schermerhorn, Charles Durfee, Samuel R. Childs, M. D. Henry E. Davies. J. Smyth Rogers, M. D.	Stephen Allen, Elisha W. Cleveland, John Morrison, James O. Pond, M. D. James F. De Peyster, Augustin Averill,	John R. Hurd, Reuben Spencer, Frederick DePeyster, Asahel A. Denman, John W. Howe. G. W. Atwood. Washington Smith, Jas. B. Nelson, Abm. McBride.
No. 13.	No. 14.	No. 15.
Thomas Bussing, Samuel Griffing. S. F. Mott, T. Leggett, Jr.	B. R. Winthrop, George Pesinger, Peter Pinckney.	James Stokes, Anson G. Phelps, Peter Cooper.
No. 16.	No. 1, for Col'd. children	No. 2, for Col'd. children
Wm. Smith, Joseph Curtis, Abner Mills, J. F. Cornell, M. D., Edward Ferris,	Samuel Willets, Wm. Birdsall, Lyman Cobb, Edmund Haviland,	Joseph Curtis, Robert C. Cornell, Willet Seaman, Edmund Willets,

The following are two Standing Committees, appointed by the Executive Committee :

ON THE APPOINTMENT AND SALARIES OF TEACHERS AND MONITORS.—Samuel Demilt, George T. Trimble, and Lindley Murray.

ON BOOKS.—J. B. Brinsmade, A. P. Halsey, and Samuel Demilt.

A SKETCH

OF THE

RISE AND PROGRESS OF THE PUBLIC SCHOOL SOCIETY.

In compliance with directions of the Board, the following hasty sketch of the Rise and Progress of the Public School Society, with a brief view of the Organization and system of Instruction adopted in the Schools, is transmitted. The very limited time which has been allowed for its preparation, has only permitted a rough draught to be prepared.

THE Public School Society was founded in 1805. Early in that year, a few philanthropic individuals, deeply impressed with a view of the many evils resulting from the want of a suitable education among the poor, met together for the purpose of devising some plan by which those evils might be alleviated, and the blessings of instruction brought within the reach of the children of indigence. Hitherto the charity schools sustained by the various churches, were limited to the offspring of their own members, and being without adequate means of extending the circle of their operations, were unable to effect the object now sought. The subject having been fully considered by the friends of the contemplated design, application was made to the Legislature, and an act of incorporation obtained in April, without opposition. On the 6th of May, of the same year, the first Board of Trustees under the new charter was elected, under the title of a "Free School for the education of children who do not belong to, and are not provided for by any religious society." The fee of membership was fixed at eight dollars, and a further contribution of twenty-five dollars conferred the privilege of sending one child to be educated. As this first Board was composed of the originators of the Society, it may not be uninteresting to record their names: they were Dewitt Clinton, President; John Murray, Jr., Vice-President; Leonard Bleecker, Treasurer; Benj. D. Perkins, Secretary; Gilbert Aspinwall, Thomas Eddy, Thomas Franklin, Matthew Franklin, Adrian Hegeman, William Johnson, Samuel Miller, Benj. G. Minturn, and Henry Ten Brook. Nearly a year elapsed before the amount of contributions was sufficient to warrant the Trustees in making the requisite arrangements for opening a school. This they were the earlier enabled to do, by judiciously availing themselves of the advantages afforded by the celebrated economical plan of teaching, which had then recently been originated and successfully practised by Joseph Lancaster, in England. On the 17th of May, 1806, their first school was organized in Bancker-street, (now Madison,) near Pearl.

The benevolent individuals whose names are recorded above, thus not only established (with the exception referred to below*) the first school for the most neglected class of our population, but the first school in America on a system, which in a modified form continues its celebrity and usefulness, and has proved through a long course of successful experiment, a blessing to tens of thousands of the children of our populous metropolis. Shortly after this happy commencement of its enterprise, the Board was encouraged in its exertions by the liberality of the late Col. Henry Rutgers, who presented it with a lot in Henry street, valued at \$2,500.

The Society was enabled the succeeding winter by an increase of members and contributors, as well as by timely donations of clothing, to extend its benefits to the very necessitous. It was also enabled in January, 1807, to present the Legislature with a very favorable statement of its operations, which was accompanied with an application for further aid. This call was responded to by a generous donation of \$4,000 for the erection of a school house, and a grant of \$1,000 annually towards defraying the expenses of the school. This unexpected munificence was the more encouraging to the best hopes of the trustees, from having passed both houses by a unanimous vote! Application having been made about the same time to the Common Council for additional aid, a grant was made of a very suitable building adjoining the Alms-house on Broadway and Chamber street, with \$500 to repair and fit it up, on condition that the Society should educate therein fifty of the pauper children. To this building the school was removed in April, 1807, and its numbers shortly increased to 150 scholars.

Encouraged by their success, and cheered by the united approbation and countenance of their fellow-citizens, and of the municipal and State authorities, the trustees resolved upon renewed exertions to extend the benefits of their institution. For this purpose they again applied to the Legislature, in April, 1808, to alter the title of the Society, and to extend its powers. Their application was successful, and they were thereafter denominated the Free School Society of the City of New-York; receiving at the same time authority to educate all children who were proper objects of gratuitous instruction. During the same

* It is but just to state that an association of ladies, styled the "Female Association for the Relief of the Poor," established a number of years previous to 1805, having in the course of their benevolent operations witnessed the deplorable want of education among the children they met with, resolved in 1802 upon the establishment of a school for the benefit of this class. Accordingly, they opened one in the latter part of this year; and it is fair to presume from the intimacy existing between those ladies and some of the originators of the Free School Society, that the infant establishment of the one suggested the foundation of the other institution. The Female Association still maintain a school in the basement of Public School No 5, in Mott-street.

year the city Corporation, with a becoming liberality, presented to the Society extensive grounds on Chatham street and Tryon Row, on which was an arsenal, a most favorable site for their purposes, annexing to the grant a condition, that the Society should educate *all* the children of the Alms-house. To this property then valued at \$10,000, was added the sum of \$1,500 in money, to assist in preparing the building for a school. In thus confiding the education of their poor to the founders of this noble plan of eleemosynary instruction, the Common Council paid a justly merited tribute to the prudence and skill with which they had conducted their growing institution. The arrangement of the building provided a school room sufficient for five hundred pupils, apartments for the use of the Board, and for a teacher's family. Towards the completion of this edifice, which cost \$13,000, the Society was further generously aided by donations of timber and other building materials, as well as by gratuitous supervision of the works by a competent architect; an additional proof of the general interest taken by the citizens in the benevolent enterprise. The opening ceremony of this spacious school house was a scene of deep and animated interest. The President of the Society, De Witt Clinton, delivered an address on the occasion, and the school was organized in this new location in December, 1809. The fee of life-membership was raised to \$50 in 1810, by an act of the Legislature; and an unsolicited grant having also been made to the Society, they resolved on erecting a building on the lots in Henry street; and notwithstanding they had been aided in years previous by *individual contributions* to the amount of \$7,000, on subscriptions being opened in the different wards of the city, the additional sum of \$13,000 was soon collected for this purpose, and the new edifice completed at a cost of about \$11,000 in October. On the 13th of November, 1811, school No. 2 was opened, and the same year was marked by a legislative appropriation of \$4,000, and an annuity of \$500 during its pleasure. The number of trustees was at this time increased by the addition of six members, at the request of the Board. A bequest was also made to the Society, by the late Charles Le Roux, of \$250; and a donation by the Corporation of Trinity Church of several lots of ground on Christopher street, then valued at \$1,000.

Assiduously pursuing an uninterrupted course of success, the trustees had the satisfaction of feeling that they had obtained in a very considerable degree the cherished objects of their foundation, and with the fullest approbation of their fellow-citizens. The Board, composed of individuals of different religious persuasions, had from the beginning studiously endeavored to avoid the inculcation of the peculiar tenets of any;

but impressed with the vast importance and salutary influence of religion on the youthful mind, they had from the commencement directed that the Holy Scriptures should be read daily, at the opening of the schools. At this period, however, on the suggestion, and to meet the wishes of numerous well-meaning individuals, the trustees yielded readily to a proposition, that an association of more than fifty ladies, of high respectability, and of different religious denominations, who had volunteered for the purpose, should meet in the school room, one afternoon in each week, to give instructions to the pupils, from such denominational catechisms as might be designated by their parents. At the same time, to meet their expressed wishes, monitors were appointed to lead them on the Sabbath to their appropriate places of worship. This measure was continued until obstructed by the wide extension of the schools, and superseded by the establishment of Sunday schools, to which excellent institutions they thereafter commended their pupils. In furtherance of this object, the trustees have ever felt obligated, for the interests of the children of their charge, to grant the gratuitous use of their school houses, with only such restrictions as shall secure their property from injury. Thus a salutary and self-sustained institution, is happily found co-operative with the benevolent designs of a Society, endowed by municipal and legislative liberality, in furnishing to the neglected and uneducated, that knowledge which is to fit them for usefulness in the concerns of after life.

In 1815 the Society received \$3708 14, its quota of the State Fund for the support of common schools; being the first apportionment of that fund. In their Report of that year, the Board thus express their views on that subject: "In announcing to the Society the receipt of the first appropriation under this act, the trustees wish to express their deep satisfaction, at the practical commencement of a plan, which, in their opinion is calculated to confer lasting benefits on the community. Intimately acquainted with the value of extensive and permanent institutions for the instruction of the destitute, they consider this to be one of the most important laws recorded in the annals of our Legislature." In May, 1818, School No. 3 was opened in a public building, gratuitously granted, corner of Amos and Hudson-streets, and placed under the charge of a teacher wholly educated in one of the schools of the Society: its popularity was such, that further accommodations became immediately necessary, and by an extension of the liberality of the corporation, the use of another large room in the same building was granted, and soon filled.

Besides their quota of the School Fund, the Board received in 1819 a grant of \$5,000 from the Legislature, to aid in com-

pleting No. 4, in which they opened their school on the 1st of May, under the charge of Charles Picton, who was educated in the central school of the British and Foreign School Society. During this and the following year, the Society provided libraries of miscellaneous reading for their pupils, and published a manual of the system as practiced in their schools.

No. 3 was erected in 1821, on the lots in Christopher (now Grove) street, upon a plan since uniformly followed, that of having the girls taught in a separate apartment, and under female teachers. Previously to this, arrangements had existed with "The Female Association," who occupied rooms belonging to the Institution, in Nos. 1 and 2 where the girls were taught under their charge.

During the following year, the Society published for the use of their schools, the selection called Scripture Lessons; a compilation which had been prepared for the schools in Russia, and was extensively introduced in those of France, England, Italy, and Spain. No. 5, in Mott street, was completed the same year, and a school opened there in November.

The interest of the Board increasing with the extending influence and importance of the Institution, they were induced, at this period, to instruct a special committee of their own body, to correspond with distinguished persons in the United States and Europe, on the subject of education, in order to obtain every species of information connected therewith, and to acquire a knowledge of the plans and provisions made for the instruction of the poor; thus enabling them to give greater efficiency, as well as to extend still more widely the blessings of their own establishment.

The removal of the Alms-house to Bellevue had withdrawn the pauper children from the schools of the Society; but in 1824 the Corporation, after visiting and inspecting all their schools, was pleased to express its entire approbation by a cordial vote of thanks; and, as a further evidence of confidence, invited the Board to take charge of the children at Bellevue, which was done, and they were organized as School No. 6. The gratifying proofs of the undiminished approbation of the Common Council, and the continued patronage of the Legislature, were now destined to be overshadowed by portentous clouds; and the trustees began to apprehend the destruction of the long-cherished objects of their institution. The Board was compelled, by a faithful regard to its interests, to engage in a painful and perplexing controversy with another participant in the school fund.

The Society, from its humble school of forty scholars, had to this period gone on so prosperously, that they now had the satisfaction to see under their control and supervision, six well organized schools, and 4,384 scholars, and might be said to be

educating nearly the whole mass of indigent children in the city ; for up to this period, the schools of the religious societies had been but few and small. By an act of the Legislature, in 1813, in its character peculiar to the city of New-York, and without precedent in any other section of the State, a participation in the school fund, was granted to such incorporated religious societies as supported, or should thereafter establish, charity schools. At this time, "The Free School Society," conducting their schools on the economical plan of Lancaster, retained in their hands a surplus above their actual expenses for conducting them, so that in 1817, finding the field widening before them, and a want of new schools to meet the exigencies of a rapidly increasing population, they petitioned for and obtained from the State, a special act in their behalf, to appropriate all such surplus moneys to the erection of school buildings, or any other needful purposes of a common school education. This exclusive privilege was then understood to be granted them, because the Society, having been organized for the sole purposes of education, it was believed would ever hold its buildings and property sacred to this object, and consequently no perversion of the State fund could ever be apprehended in the use of an appropriation designed to extend the education of the poor in the metropolis of the State.

In 1822, a religious society, the Bethel Baptist church, having established schools under their patronage, and on the same plan, applied for and obtained the like privilege, viz. the use of the fund for all purposes of a common school education. The enactment of this law not only excited the alarm of "The Free School Society," but also of the Trustees of a number of the church schools, from apprehensions that it might lead to a perversion of the fund, as buildings erected by such means becoming church property, might also be appropriated to other purposes than (as designed by the extension of the bounty of the State to them) exclusively for the education of the poor. In 1823, therefore, "The Free School Society," with a number of the church schools, with the sanction of the city Corporation, memorialized for a repeal of this act, but from ignorance of the facts in the case, and the lateness of the session, only a resolution was passed requiring the Superintendent of Common Schools to report in detail the expenditure of the school money, and the manner of its appropriation by the various societies participating in it. On examination it was found that by undue measures and improper procedure, schools had been established, and so located as to conflict with the interests of other schools in their vicinity ; scholars were enticed from several of the schools of the Free School Society, thus filling the new schools by diminishing those already established. By affording an in-

different education, and by employing teachers at a low rate of salary, and by a stinted use of their means, lessening the benefits of their schools, they were enabled to obtain a larger quota of the school fund, thereby increasing the church property, that might readily be used for other than common school purposes. The respective quotas of the school fund which fell to other participants were thus materially lessened, and the means of the Free School Society seriously affected; the more so, as others of the church schools began to receive other children than those of their own particular denomination, thus contravening the very spirit of the law, that granted them the appropriation exclusively for their own charity schools. This induced the Free School Society to ask of the Legislature of 1824, to restrict the religious societies to what was just'y deemed the obvious intention of the act providing for their participation in the fund. To a bill prepared for that purpose, they obtained the sanction of the city Corporation, who, after a full examination of the subject and mature deliberation, unanimously adopted it and memorialized for its enactment. The memorial of the Free School Society also received the approbation of several of the religious societies. The Bill, before being discussed, was referred to an adjourned meeting in November, 1824. This application to the Legislature resulted at that time in an act by which that portion of the common school fund, drawn for the city of New-York, was left at the disposal of the Common Council, who were directed by it to designate, to whom such distribution should from time to time be made; a measure unexpected and unsolicited by this Society, or the city Corporation. The respective parties concerned were patiently heard before the Common Council. The claims of the Society were ably advocated by Peter A. Jay, Ira Clisbe, and Hiram Ketchum, Esqs. The grounds on which the restriction was advocated were, that the intention of the law of 1813, granting the church schools a portion of the funds was solely for the education of *their own poor*, never contemplating an extension of their schools that would at all interfere with those of the Free School Society, the design of which was solely the extension of *common* schools, and especially for the poor. It was considered further that the principles that had heretofore guided all legislation on this subject were infringed, and a fund designed for civil purposes, diverted to the support of religious institutions, contrary to the spirit of the acknowledged principles of our government,—which has ever left religion to be sustained by voluntary contributions, and the individual effort and patronage of its own votaries. The Committee

before whom the parties were heard, reported against distributing any portion of the fund to the schools of religious societies, and in 1825 introduced an ordinance, which was unanimously adopted, directing the distribution to be made to "The Free School Society," "Mechanics' Society," "The Orphan Asylum Society," and the trustees of "The African Schools." After so full and mature a consideration of the subject; and the unanimous decision which designated these institutions as the channels of distribution of the school fund; the clearness of the principles on which such decision was founded; the Society felt that the result had given strength and permanency to their institution; and believing, from a long practical experience of the plans of their schools, and of the efficiency of the system pursued, that they were capable of affording a good plain English education to a large mass of children, they resolved on increased efforts to extend them. They also hoped by exertion further to improve their condition. About this time, learning through the Committee of Correspondence, that success had attended the establishment of low priced schools for the poor, in England, Scotland and Ireland, on the system of Lancaster, they resolved on testing the plan. They therefore applied again for an alteration of their charter, and in January, 1826, were empowered, under the title of "The Public School Society," to receive children, whether objects of gratuitous instruction or not, at low rates of payment; from 25 cents to 2 dollars per quarter. The Board was increased by fifty additional members, and the premium of membership reduced to \$10; whereby facility was given to filling the Board, and the privilege opened to the citizens more generally. This change went into operation on the 1st of May, 1826. The bye-laws were altered to suit the new state of things, and an "Executive Committee" appointed, to transact the increased business in the recess of the Board. A building was erected in Chrystie street, near Walker street, organized as No. 7, and opened on the new plan of operations on the 1st of May, 1826; and in the following November another new building in Grand, near Wooster street, was opened as No. 8. On the 1st of May, in the same year, the school of St. Michael's Church, at Bloomingdale, was placed under the care of the Society; and though from its location being a small school, and of course sustained at a heavy expense, was cordially received and organized as No. 9.

By the measures now adopted for the organization of the schools, it was hoped that the commingling of the children of the poor, with those of parents in more affluent circumstances, would be

mutually beneficial, and tend to produce a good tone of feeling between the different classes of the people. The trustees also thought that in cherishing a spirit of independence among the poor, which philanthropists had ever thought it desirable to foster, and which in this instance they might maintain at so trifling a cost, as in most cases not at all to interfere with their comfort or convenience, they would meet with no obstacles on their part to its full success. During the first year of the experiment, out of 4,654 scholars, 1690 were on the free list; and the amount of tuition fees was \$4,426. During the following year, the Board had to regret that a measure so well calculated to elevate the character of the poor, and otherwise benefit them, was not by them duly appreciated; many of their children left during the year, the free list increased, and the amount of tuition was reduced to \$3,087. Some considered the first quarterly payment as an initiation fee, to constitute them registered scholars, not expecting to be called upon again. Others were desirous of making a first payment, even though strictly entitled to the free list; and others again made payment for the first quarter, thereby to enter the children as pay scholars, to avoid the odium, as they may have felt it to be, of coming on the free list. The *distinction* arising from this course originated deeper prejudices than could have been anticipated, and it was soon found that a plan that had operated so well abroad, under different circumstances, was not suited to our republican population, and a committee was appointed to inquire into the cause of the decline of attendance at the schools, and the delinquency of payment. Not being fully satisfied that the failure was owing to any dissatisfaction with the plan, they recommended its continuance. They were, however, disappointed, as the amount of tuition fees gradually lessened from quarter to quarter. At this time, having a favorable opportunity of purchasing, and, anticipating the necessity of additional schools, they procured locations in Duane street, near Church, and in Wooster street, near Bleeker; and in November, 1827, No. 10 was organized in the building in Duane street, and No. 11 in the Wooster street building, in September 1828. A new site was also procured for No. 9, at Bloomingdale, on 81st street, a building erected at the cost of \$1,300, and the school removed thereto in 1830.

Infant schools, on the plans of Pestalozzi, having met with signal success in Europe, and several having been established in the cities of the United States; and being peculiarly adapted to a dense and indigent population, the trustees were

induced from their favorable impressions of the system, to organize one as an experiment, in the basement room of the building in Duane street, in the month of May, 1828; thus attempting their first primary school. Being, however, practically unacquainted with the plan, and always cautious in experimenting, they cordially accepted the co-operation of the managers of the Infant School Society, who appointed from their number a committee of ladies, jointly with the trustees, to supervise it. The results of this school were very flattering; it gave decided advantages to the other schools in that building, by withdrawing therefrom the youngest, or least advanced children, giving the teachers less embarrassment both in disciplining and teaching their pupils, while the youngest were better taught separately, and being early introduced to the discipline of a school, were better prepared for promotion to the upper schools, so that the advantages in public school buildings of primary departments, (as they were called) were obvious. Yet the trustees were unwilling to extend them, however well approved, as they felt it to be a paramount duty to husband their funds for the erection of school buildings, in which at least the elements of education might be afforded to elder children, many of whom were as yet, in some sections of the city, without the means of instruction, and whose claims were more pressing, than those of the age contemplated in the establishment of primary departments, (or infant schools,) similar to No. 10. But so soon as they erected a new school-house in a destitute region of the city, and procured other desirable locations, and their apprehensions of a diversion of the school moneys from their designated channels were lessened; duly estimating the advantages of the infant school system, they established a second one in the basement of No. 11, (1832), and shortly after resolved on opening others, but limiting them to the basements of the public school buildings. The favor with which they viewed these establishments was still further evidenced by their having some time previously granted the basement of No. 5 to "The Female Association," who organized therein, under their own control and supervision, an infant school, which is still (1842) under their own exclusive direction, altogether disconnected with the Public School Society.

At this period, with the design of extending more widely the benefits of instruction among the *indigent*, the trustees took into their employ an individual, (who, from a long course of voluntary labors, in endeavoring to promote the improvement of this class of our population, was peculiarly fitted for the office,)

to visit families, and by conversing with the parents, to persuade the indifferent and careless to send their children to school, and partake of the benefits offered by them ; and also to secure the more regular attendance of delinquent scholars. His labor, though not so successful as might have been hoped for, was nevertheless abundantly useful. Various abuses of the system, hitherto unobserved, were pointed out and corrected ; and some modification of plans gradually introduced ; among the corrections was the abolishment of the reward system by tickets, a leading feature in the discipline of Lancasterian schools, which was found in many points to be so decidedly objectionable, as to be at once abandoned. The plan of pecuniary reward connected with it, by redeeming the tickets with toys, knives, books, &c., was also given up, and a system of honorary rewards by premium certificates soon after substituted, with a salutary influence on the moral discipline of the schools. By renewed effort and vigilance of the teachers, and the encouraging approbation of the trustees, the schools suffered no abatement in their excellent discipline and order, and were relieved of no small expense, as well as of a considerable amount of embarrassing and vexatious labor ; the time devoted to which was now more usefully employed. From their experience of both the pay and free systems, and the partial failure of the latter, the trustees began again to entertain views of popular education with which they had before been impressed, deeming it desirable, that by means of a general school-tax, in addition to the avails of the school funds, a system of public schools should be established on so liberal a footing as to command the patronage of the citizens more generally. These schools, as they thought, thus supported by a general tax. to which children of all classes should be admitted, as a matter of right and not of charity, was the most republican plan, best agreeing with the genius of our institutions, and better calculated to foster a proper spirit and feeling of independence among the middling and poorer classes, on which the general welfare of the community so much depends. In these convictions they were further strengthened by having before them a noble precedent in the state of Massachusetts, and the highly approved public schools of the city of Boston.

The means of the Society at this time were not sufficient to meet the demands of annual expenditure, and although the amount of the existing loans of the Society was \$70,000, they were compelled, (having been empowered by the Legislature,) to make further loans by mortgage on their property. This measure was pressed on them by the fact that the inhabitants of

various sections of the city, were urgently soliciting that schools should be located among them ; so that in the absence of other funds, relying on a protecting Providence and a discerning community, they encountered such debt, with an undoubting assurance that their proceedings would be sanctioned by their immediate constituents and the public. To provide for existing wants, and to carry out these views of extending the schools, and of altering their character by a discontinuance of the pay system, the Board set on foot among the citizens a petition, asking for a tax to the amount of half a mill on the dollar of assessed city property, which was signed by nearly five thousand of our most respectable citizens, comprising the names of a large portion of the tax-paying community. The plan was formally adopted by the Common Council, who memorialized for the tax, though in a reduced form, (one-eightieth of one per cent.,) and the Legislature passed an act in conformity thereto in the session of 1829. These additional funds, though much less than sufficient to meet the current expenses, pay the interest on loans, and purchase lots, on which to erect buildings to meet the increasing wants of the city, gave, nevertheless, accelerated impetus to the measures of the Trustees.

While the subject of the tax was pending before a Committee of the Common Council, an inquiry was instituted by their direction, as to the number and character of the schools, private and public, on the whole island ; and as the statistics thus obtained comprized a document of great interest, presenting a complete school census, an abstract therefrom in a tabular form may very properly be inserted here.

Number.	REMARKS.	Principal Teachers.		AGES.			Assistants.	Attend Sunday Schools.	First Elements.	Geography, Gram- mar and Arithmetic.	Higher Branches.	Mathematics.	Dead Languages.	Foreign Languages.	Males.	Females.	Whole number of Pupils.
				4 to 5.	5 to 15.	above 15.											
430	Private Schools,	432	259	1013	13631	676	4489	6907	7214	1869	492	442	850	7922	7398	15320	
3	Incorporated do	6	23	33	1018	40	168	220	841	270	52	48	141	633	418	1081	
19	Charity do	25	5	197	2297	50	970	2430	960	15	12	1	4	1315	1239	2544	
11	Public do	21	24		6007		3808	6007	475					3112	2895	6007	
463	Total do	434	311	1243	22943	766	9435	15564	9490	2154	556	491	995	12972	11930	24952	

The inquiry embraced every grade and quality of schools, from the college to the smallest and lowest order of dames' schools. The details were carefully given in most cases by the teachers themselves in printed forms, or these were filled under their direc-

tion by the individuals taking the census. From the results it was ascertained that eleven thousand, or two-thirds of the whole number in private schools were of nearly an equal grade, as to advancement, with those in the public schools, the cost of whose education was but \$2 75 each per annum. (exclusive of interest on buildings, or adding that item, \$4,) which was less than was charged in the worst description of pay schools, and one-fourth of the price paid in schools where the same branches were taught as in the public schools; the latter having besides the gratuity of books, not included in the estimate of tuition fees in the private schools, and the greater advantages of the cleanliness, order, and ventilation of the public establishments. From such undoubted facts the Trustees could but feel an assurance that their schools were every way worthy of the public patronage, and the inference was fair that the existing system of public schools, on the grounds both of economy and of the quality of education they imparted, was entitled to the most liberal support, and that an annual appropriation of even thrice the amount of the existing school tax expended in increasing the number and respectability of such schools, would be of incalculable advantage to the poor and middling classes, would redound to the honor of the city, and greatly promote the interests of all.

On application, in 1830, from inhabitants in that district, lots were purchased on Seventeenth-street, near Eighth Avenue, and a building erected, in which No. 12 was organized in January, 1831, which building at the close of the week was entirely consumed by fire. It was rebuilt the ensuing summer, provision having been made for the schools of between four and five hundred pupils, in temporary apartments in Twentieth-street. The tuition fees continuing to decrease, it was now thought advisable to modify the plan of the pay system by reducing the rates. This was accordingly done, the tuition fees being put at a maximum of one-half, and no pay being received unless voluntarily offered on the part of the parents or guardians, thus removing all objections from those who were unable to pay, and unwilling to plead their inability. The partial failure of the exertions of the visitor to bring into the schools the more indigent class of children, induced the Trustees, ever anxious to accomplish this primary object of their original foundation, to address a circular to the citizens generally, and to the managers of the various charities, strongly soliciting them, to co-operate with the Board of Trustees, in their endeavors to awaken in the minds of lukewarm and indifferent parents with whom they might have intercourse, a livelier interest for the education

and welfare of their children. Cards containing notices of the locations of the schools, &c. were circulated. The Trustees in some cases, and the Teachers generally, visited with the same object. It having been represented by the Visiter, (whose visits extended to 10 or 12,000 annually) that the family government among this class was very feeble, the more general reply to the request to send their children to school being an acknowledgment, that they could not enforce their attendance, as their children would not obey them, it was thought desirable that something should be done, which might strengthen their influence over their children. For this end, a suggestion having been made to the municipal authorities, an ordinance was passed in April, 1832, by which all of the out-door poor, (about 2,000 families.) were excluded from receiving public charity, unless they should send their children to some public or other school. Twenty thousand copies of this ordinance were posted, and generally circulated through every available channel. The effect of this notice, at first, was salutary ; but from not being duly and practically put into execution, it soon lost its influence.

While thus extending their operations, even in a greater ratio than means was placed at their disposal, the trustees could not but perceive that their efforts to impress on the minds of many of the more ignorant and careless a due sense of the benefits their children would derive from a proper education, were without effect. The trustees could only hope, that by so multiplying their schools as to bring them within the near vicinity of that class of citizens, they might alleviate the great evils of vagrancy and truancy ; and they trusted to be able finally to induce their fellow citizens, through the Municipal and State authorities, so to increase their funds, as to enable them to accomplish this most desirable object. They therefore viewed with concern the efforts repeatedly made to disturb the principles on which the School Fund had been divided, and to divert it from its legitimate object, a common school education, and appropriate it to other purposes.

These continual grounds of apprehension, tended to render the measures of the society somewhat unsettled ; when in 1831 and 1832 their alarm was increased by a petition of the Catholic Benevolent Society, conducting the Orphan Asylum in Prince street, for a participation in the School Fund. This being favorably entertained by the Corporation, and referred to a committee, the trustees felt it their painful duty to remonstrate, on the grounds on which it had been rejected in 1825, as not coming under the character of a common school, it being in fact a sectarian or church school, and therefore, though a charity of

the most interesting nature, not entitled to receive any portion of the fund ; but rather to be sustained by the contributions of the benevolent. This Society, notwithstanding, was then admitted to a participation in the fund. In reporting in favor thereof, the committee directly acknowledged the soundness of the "cardinal principles" adopted in the ordinance of 1825, designating the channels of its distribution ; adding, however, that they were of opinion that the peculiar character of an orphan asylum presented strong claims to public sympathy. No sooner had this petition been granted, than (as might have been reasonably expected,) the Methodist Episcopal Church petitioned that they also might draw from the school fund for such destitute and orphan children as were educated in their church schools. On the Committee of the Common Council reporting favorably thereto, the Public School Society *remonstrated*, and though they were heard before them, the Committee reported on the subject affirmatively. Previous to their final action on the subject, however, the Board of Aldermen were so influenced by a further knowledge of the whole subject as to reject the petition by an almost unanimous vote. In the winter of 1832, a large Committee was appointed by the Board to revise the By-Laws, inspect the system as in operation, and propose such modification and improvement as might be considered judicious. In furtherance of this design, two of their number visited Boston to examine the system of public schools in that city. The subject before the Committee was not brought to maturity till the following October, owing to the disturbed state of the schools during the summer, in consequence of the prevailing epidemic, cholera. The attendance being very small, and the public mind excited to a high degree, it was thought advisable to close the schools before the usual season of recess in August. Two of the schools, Nos. 2 and 4, were taken by the public authorities as hospitals for the poor, and were subsequently refitted at the expense of the city.

The extensive vacant grounds in the vicinity of the edifice known as the "Sailor's Snug Harbor," on Ninth street and Broadway, were covered with temporary buildings for the poor, who were removed from the sick districts at the expense of the Corporation ; thus bringing a considerable number of children into one location. It was hence thought desirable, not only for their mental improvement, but physical benefit, that a school should be there established, and a committee of the trustees was appointed, charged to carry out these views of the Society, in behalf of this temporary population. A suitable building was soon erected, wherein a school was held for nearly six weeks, holding

its sessions continuously six days in the week, being daily inspected by some of the committee.

On the restoration of health, and the usual order of affairs in the city, the trustees, with renewed efforts, continued to prosecute their labors, and found their hands strengthened by the proceeds of the first levy of the additional tax of 3-80ths of 1 per cent., by act of April, 1831, and now prepared to carry into effect measures that had heretofore been delayed for want of pecuniary means. Several more primary departments were opened; No. 13 was erected in Madison street (opened in May, 1833); No. 14 on North (now Houston street), in November of the same year, at a cost of \$10,000 each. The last amount of revenue from the pay schools, \$839, was paid in 1831 and '32; and the schools were now opened as Public Schools, and all classes of the citizens invited to attend them as a common right from being chiefly sustained by the special municipal taxation. The provisional fund of the State constituted but about one ninth of the sum now received. The committee, on a revision of the system, having matured their views, reported, and the Board fully concurred in the proposed alterations, which embraced the following particulars, viz: a system of Primary schools under female teachers, for elementary classes in reading, spelling and writing, with elements of arithmetic, and geography, to be taught orally, and as far as possible with visible illustrations; the schools for this end to be supplied with a hemispherical map, a small globe, numerical frame, and black board. The course of studies in the upper public schools to be extended so as to embrace astronomy, algebra, geometry, trigonometry, and book-keeping: salaries to be raised, assistant teachers appointed, and recitation rooms provided to suit these arrangements; and a more extended use of maps, globes, and school apparatus; the system of mutual instruction to be retained, and the school taught in drafts by monitors, with the modification of being examined and instructed by the principal and the assistants in large divisions alternately in the class rooms. The system of writing from dictation and on slates, and the general gymnastic exercises of Lancaster to be retained, it being thought to confer greater energy and efficiency on the system, and to be promotive of method and order. Evening schools to be established for apprentices, and others who had left school without the advantages now to be offered. The primary schools were to be located generally through the wards, providing for the younger children of the population lying between the more distant upper schools. The first of this grade of schools was opened in Orchard street, in September, 1832, under the supervision of a special committee

on primary schools. Only seventeen of this grade had been established up to 1834. The difficulty of procuring suitable accommodations delayed the execution of this part of the plan. Assistant teachers were appointed in 1833, in nearly all the schools; other alterations being gradually introduced. At the close of 1834, the managers of the Manumission Society, under a belief that their schools could, under a uniform system of instruction and supervision, by a Society wholly devoted to the subject of education, be more efficiently and economically conducted, transferred their School No. 1, and several Primaries, to the Public School Society, together with their property, for which the stipulated sum of \$12,000 was paid them; the school moneys in their hands, and the annual quota, in all amounting to about \$9,000, were made over to the Public School Society; at the same time, a number of the most active managers of that Society were added to the Board of Public Schools, to co-operate with them as a section of supervision for the Colored Schools. In 1834, the number of Primaries having greatly increased, and occasioning the employment of very many monitors, who, from the elementary character of those schools, were cut off from the opportunity of further improvement, it was suggested by the Committee on Teachers, that this deficiency might be supplied by establishing a school for their especial benefit, to be held on the last day of the week. Such a school was then organized, when it was soon perceived, that in its successful operations, it might prove the foundation of a Normal school of peculiar excellence for training and supplying teachers for the Institution, better fitted than any others for its purposes. This plan was accordingly extended, and another opened for the monitors of the male school, which from November to March should be held five evening sessions per week; and another for the improvement of the monitors of the Female Colored Schools, embracing several Primaries, in which were girls employed under the like disadvantages. A proposition was soon after carried into effect to receive and admit to the privileges of these schools such of the pupils of the 9th class of the upper schools as from peculiar intelligence, industry, and decided taste for the pursuits of learning, might be recommended by the teacher as solicitous of such advantages. These in the normal schools are denominated "cadets"; and those qualified by advancement, and desirous of such a station, are appointed as monitors, under pay. When duly prepared for a limited examination before the committee, they are, if approved, promoted to the station of "passed monitors," and continuing their course of instruction,

are in a regular progress of promotion to assistant teachers, after a full examination by the committee, and thence to the rank of principal, as vacancies occur. The normal schools now contain two hundred pupils, under the charge of nine teachers, and have already (1842) furnished the schools with a considerable number of teachers. The number of "cadets" gradually increases, and the attendance of the monitors, and the general interests of the establishment, are on the advance. School No. 15, in 27th street, was opened in May, 1835; in the same year, No. 2, in Henry street, was rebuilt on the same site, it having been considerably lessened by the widening of the street, and being in other particulars ill adapted to the present improved plans, as well as unsuited to the increased population of that section of the city. Desirous that the schools, transferred by the Manumission Society, should not in anywise be retarded in their advancement but should enjoy equal advantages with all the schools under their charge, a public school building was erected in Laurens street, and organized in 1836, as Colored No. 2. As the want of adequate means prevented the trustees from establishing, as a part of the system contemplated in their improvements, a High school for the further instruction of those scholars, who had advanced to the limit of the branches taught in the public schools, the Board were the more gratified by the advantages held out by Columbia College, and the University, with their preparatory schools, in offering for their use a sufficient number of scholarships for the then condition of the schools; for it was found that the committee having charge of this subject have few applicants for the privilege, owing to the constant desire of parents to remove their children from school even before they have received all the benefits offered by them. A number, however, have availed themselves of these benefices, and with great credit.

The girls, through the liberality of the Managers of the Rutgers Female Institute, have opened to them similar privileges in that Institution, to which but one has as yet (1842) been promoted.

The inhabitants of the north-eastern section of the city having applied for a school, it was long deferred owing to the want of funds, and the unusually high price of labor and materials; but when circumstances became more favorable, a building was erected on Fifth street near Avenue D., and No. 16, organized in May, 1838, at which time the Primary Schools were 32 in number. Several benevolent individuals acquainted with the condition of the German population having urged the Board to establish elementary schools for the more indigent of this class of

emigrants, who were growing up in ignorance, from an aversion to enter the other schools while unacquainted with our language, it was thought that by providing a German Teacher in a Primary School, their attendance might be secured till so instructed as to be transferred to the Public Schools. Desirous of furnishing the benefits of education to these children, many of whom were of the most indigent classes; a school was opened on this plan, but the number of the promotions having been but small, it has not been thought necessary to establish any other for the same purpose. The continued interest felt by the trustees in the welfare of these and every other class of neglected and vagrant children, induced them to prosecute every measure that offered a reasonable hope of rescuing even a portion of these unfortunate children, the offspring of careless and depraved parents, from the vice and misery that awaited them. Under such circumstances, they concluded to make another effort in their behalf; and with a hope that some feasible plan might be matured, a committee of five, were appointed for this special object: this committee corresponded with individuals conversant with the state and condition of the poor, and practical efforts for their amelioration, and in 1839, at their suggestion, the Board appointed four visiting agents to operate in those sections of the city where such efforts seemed most to be required, and the result being sufficiently favorable, other visitors were appointed, and a more general plan of visitation went for a short time into operation. The difficulty of procuring suitable persons at a justifiable rate of expenditure, and the comparatively small number that remained in the schools of those children so collected, induced the Board in the winter of 1842, to resolve on the discontinuance of a measure which seemed the only one by which this desirable object might be attained.

While once more reluctantly resigning for a season, their efforts for an object deemed so important, the trustees were gratified to know that some good had been accomplished, and that although there were some thousands of children in this city neglecting, (but not destitute of the means of,) education, yet the number of uneducated children according to the percentage of population was less than in the neighbouring counties, or in other cities of the state, and that, notwithstanding the numerous countervailing influences incidental and peculiar to the local circumstances of the city of New York; a sufficient proof of the attractiveness and efficiency of the system of Public Schools.

The widely extended and increasing operations of the Soci-

ety, requiring in their opinion a permanent location, in which to combine various offices indispensable to the judicious management of the affairs of the institution: a building for a Trustees Hall, and various school purposes, was erected on Grand and Elm Street. The Hall furnishes accommodation for two Primary Schools, and the normal school for female monitors, with offices for the storing and distributing of supplies for the schools, at this time, embracing thirty-four Public Schools, and sixty-five Primaries. Although the Report of 1841 exhibited the operations and results of the institution in a most favorable light, it was blended with regret that they had to accompany it with forebodings of difficulty. The hope of fully accomplishing, harmoniously with all their fellow citizens, the grand general plan of one uniform system of education for the whole city, as already successfully established; and which was as simple in its general adaptation to all the purposes of Common Schools, as it was comprehensive in its designs, was diminished.

No event had yet occurred of so deeply an interesting character to the Society, and so nearly affecting its vital interests, as the effort made by the Roman Catholics to obtain a portion of the school money, to aid them in supporting schools under their own exclusive control. Convinced by a deliberate examination of the subject in all its bearings, that such a diversion of the public funds, would be both inexpedient, and utterly at variance with the spirit and genius of the institutions of the country, the Trustees felt bound, by their sense of duty as good citizens, to oppose in every proper manner the attempt—believing that if successful, it would result in a prostration of the public schools of the city. At the same time, in a spirit of conciliation that had characterized every former remonstrance against similar attempts, they made every proper effort to meet the views of the functionaries of that church. Learning that objection had been made to several passages in the reading books used in the schools, the Board of Trustees, who were sincerely desirous of removing every thing in the course of instruction in them, to which the most conscientious could with propriety object, submitted their books to a thorough examination, with a view to their expurgation from every thing which had been represented as offensive to the Roman Catholic members of the community. Their hopes, however, of putting an end to these difficulties proved vain; for notwithstanding these conciliatory measures, and the unanimous decision of both boards of the Common Council, after a full hearing of all the parties convened publicly before them in the

Common Council chamber, and their full, conclusive and elaborate reports, the Roman Catholics resolved to memorialize the Legislature. Again the Public School Society remonstrated—and again the parties were heard before a Committee of the Senate, and the subject being brought up in the Senate, on the reading of the remonstrance against the special bill then pending, it was deferred to the Legislature of 1842. The various efforts of partizans to connect the subject with party discussions, at length involved the question among the political measures of the day, and thus the sacred cause of education and the provision of Common Schools for the neglected and destitute, which ought to have been sustained and cherished with oneness of purpose, by the pure and virtuous of every sect and party, and to have awed into silence the violence of partizans and demagogues, became the firebrand of political dissension and religious feuds, and in April, 1842, by hasty Legislation an act was passed materially altering the existing arrangement and supervision of the Schools and the distribution of the School moneys, &c., and contravening the special statutes under which the society has hitherto acted. Already have embarrassment and trouble resulted from this law; and disastrous consequences to the Public Schools, and to the cause of popular education generally, are to be anticipated, should not legislative measures be speedily adopted to counteract this ill advised enactment. As the proper education of the people is of the highest importance, and any system intended for this purpose must be always peculiar and adapted to local circumstances to be of benefit,—a synopsis of the organization of the society, plans and system of instruction, is annexed to this account of the Society and its schools; that a correct estimate may be formed of its adaptation to the ends in view, and the consequences that may result from a disturbance of elements so well and permanently arranged, grown up into maturity from so long experience, and so singularly fitted to meet the peculiarities of a locality and population like that of New York.

ORGANIZATION OF THE SOCIETY, &c.

Ten dollars constitutes any person a life member, with the privilege of voting for trustees, and of being himself eligible to the same office. The number of the Board is limited to one hundred ; fifty members are elected on the 2nd Monday in May, of which election three days notice is given in two of the city papers ; these on their organization proceed to elect, at their discretion, other trustees from those who are members of the Society, to any number within the limits. To supply vacancies, or fill up the Board, if necessary, new members must be proposed at one of the quarterly meetings, and ballotted for at the next. The Treasurer of the Society gives such bond and security for his trust as the Board of Trustees may require, and on receiving the school moneys must deposit the same in an incorporated bank of the city, to a special account, from which it can only be transferred to the current account of the Society, by a vote of the Executive Committee ; the draft of the Treasurer, for the same, to be signed by the presiding officer of the Executive, and countersigned by the Secretary. The Board of Trustees meet quarterly ; an Executive Committee is constituted, comprised of five specially elected members, the officers of the Society, the Chairman of each of the Standing Committees, and the Chairman of each school section, to transact business in the recess of the Board. The whole number of trustees is divided into sections, each section having charge of a public school building, the schools held therein, and the Primaries in its vicinity attached to it for inspection. A Primary School Committee of seven, has special charge of the primary schools for visitation and examination. A Finance Committee of two advises with and makes the necessary fiscal arrangements with the Treasurer. A Property Committee of three members has charge of building and repairs, limited in expenditure to \$100 ; for any great outlay they must have the sanction of the Executive Committee, or of the Board. A Supply Committee of three attend to the purchase of supplies of books, stationery, &c. A Library Committee, and Book Committee, each of three members, have charge of the examination of books for the school libraries, and the text and class books to be used in the schools ; they report and recom-

mend to the Executive, and they to the Board, who sanction and adopt. An Agent, at a salary not exceeding \$800, is also appointed to perform such duties as may be prescribed to him in furtherance of the objects of the Society, and who also has special charge of the depository of supplies, and the distribution therefrom, to keep the accounts of the same, and to report to the Executive Committee annually. All drafts on the depository are required to be signed and approved by a member of the school section. The Executive Committee appoint teachers at or within the limits of salaries fixed by the Board ; confide the selection and examination of them to a Committee of three of their members, as a Standing Committee, who appoint and report to the Executive Committee for approval. The Standing Committee on teachers has also charge of the Normal Schools, inspect them, and direct all their arrangements. The Board examine the schools annually, and the Executive at intervals ; they are also visited semi-annually by the School Commissioners, and also subject to constant inspection by the school sections having charge of them. The Primary Schools are examined semi-annually by the Primary School Committee, and constantly by the school sections ; they are also inspected by the School Commissioners.

The foregoing presents the organization and arrangements of the Society, as constituted to control and supervise all the affairs of the Common Schools confided to their trust by the Common Council of the city, who designate from time to time their right to participate in a quota of the school moneys, according to an act of the Legislature prescribing the mode of estimating the whole average number of attending scholars. The Commissioners, who are appointed by the Common Council, have sole charge of the school moneys, and distribute the same to the schools they have annually inspected, on compliance with the prescribed act ; the Society presenting attested notarial certificates from the teachers, and under the seal of the Society, of the state and condition of the schools, and their average attendance for the year.

SYSTEM OF INSTRUCTION IN THE PUBLIC SCHOOLS.

Considering the blessings that have already been conferred through the public schools, on a generation which has already participated in them, out of a population, the enlightening and right education of whom is of momentous interest to this great commercial metropolis, and that of the state which its influences may tend to control in political and moral power, it cannot but be esteemed a happy, if not a peculiar providence, that at its origin there should have been prepared for this institution so efficient and economical a system as that of Lancaster, to give wings to its success, while by its novelty and attractiveness it won for it so much popular interest and favor—wanting in which, at its onset, it is probable that very few of the striking incidents that have marked its developement and progress as a great institution of education, would have been thus far chronicled in its history.

The original peculiarities of that system were, the teaching of a great number at one time, and at one place, under one teacher, through the aid of the scholars themselves; by which means, under the supervision of a superior or principal, a whole school of five hundred or a thousand pupils might be receiving simultaneous instruction on the same subject, under a system combining the beneficial influence of moral and physical discipline, in the operations of the school, by which the whole mass of the scholars were trained to habits of industry, order, and virtue. But as it could only be carried to a limited extent, *in the form in which it was presented by its founder*, that peculiar feature of its excellence, *mutual instruction*, while it extended vast facilities to the teacher, did not afford to the pupil all the benefits which, with proper modifications, it is capable of conferring. The trustees by personal observation, and the teachers from their practical experience, in time discovered its deficiencies. Alterations were suggested to the minds of the teachers, and gradually introduced; and the schools, from their experience and skill, were greatly advanced and improved, by blending in their plans and arrangements, the beautiful mechanism of instruction in Lancaster's system, and the better adapted philoso-

phy of education, existing in that of his cotemporary, and rival, Dr. Bell, of Madras. Indeed Lancaster himself had partially availed himself of it, and the more practical and experienced teachers of the "New York Free School Society," judiciously extended its use, soon furnishing a revised manual of the system. So that on the visit of Lancaster to the city, and his inspection of the system as then in operation, admiring and commending the reform, he acknowledged the wisdom and skill with which his system had been so vastly improved, for the more general purposes of education, and yet retaining so much of its original and important feature of economy of means, and tact of management, in all the physical operations of the school.

How well adapted is such a system to all the purposes of Common Schools, in a commonwealth. The economy of its expenditures gives facility to the extension of education, so vitally important to a Republican form of government. How suitable for the children of the people, is the training of the physical powers, conferring a healthful vigour of body, while through the admirable feature of *mutual instruction*, from constant requisition on their mental resources, there is an energetic development of mind, which is characterised by a proper independence of thought and action, all the while guarded from any evil tendency, by the necessary vigilance and constant checks imposed by the monitorial management of the school, and continual attention to a strict drill conducive to habits of industry, order, and submission to the laws, so that the teachers' representative, is not only cheerfully obeyed, but respected. These salutary influences, together with method and cleanliness in all the arrangements, not only give efficiency to instruction on this system, but by cultivating self-respect and habits of obedience, give peculiar moral advantages that meet the wants of Common Schools that are to educate those who are to sustain in turn, our free institutions. Such are the characteristics of the system of monitorial and mutual instruction, with its modifications as adopted and practised in the schools of the Public School Society.

ORGANIZATION AND INSTRUCTION.

There are two grades of schools, the upper, (or higher) Public Schools, and the Public Primary Schools. The classification of the pupils is by nine divisions, according to their reading. The first five of these classes are taught in the Primary Schools, and from the sixth to the ninth, inclusive, compose the upper schools. Those schools of the primary grade which are in the buildings appropriated to the upper schools, are designated Primary Departments, to distinguish them from the Primaries taught in separate buildings; as in the Primary Departments children are admitted under four years old (the lowest limit of the legal school age) and the system of instruction differs somewhat from that followed in the Primaries, being a modification of the Infant School system.

The schools of the primary grade are all taught by female teachers, assisted by a paid monitor. The classes are severally instructed in reading under draft monitors, by the teacher and paid monitor; the lowest division reading from broad sheets on the lesson boards, and the fifth class, or highest, from books, viz: Introduction to Popular Lessons, Popular Lessons, and Scripture Lessons. Definitions and orthography are taught from the reading lessons and by writing on slates from oral dictation, for which purpose each scholar is supplied with a slate. This, with the elements of arithmetic and geography, and oral instruction on common things, with visible illustrations, is the extent of instruction in the Primary Schools; and each school has a black board, globe, and map of the hemispheres, and in the Primary Departments, an abacus, or numeral frame. The girls are taught sewing twice a week, as in the upper girls' schools, by a classification of the stitches required in making a garment. Muslin, thread, and the necessary implements are gratuitously supplied—given out for use, and returned to the care of the teacher at the close of the exercise. Attention to this branch of domestic economy is vastly important in the education of the poor in great cities, and greatly useful, if not necessary, to all classes of society; but how useful its influence among the poor and middling population! among whom the mere knowledge of darning and mending with neatness (while an actual saving) promotes also their industry, and when fully taught, it becomes a means of earning a livelihood. The alphabet is taught by varied methods; by the printed lesson sheet, by single letters on binder's

boards, and by tracing the letters in white sand lightly covering a part of the writing desk painted black for this purpose. This is called the sand desk. This method, besides being a useful one in varying the exercises of the abecedarians, is well calculated to aid mental development, calling into exercise analysis and comparison, and is a very intellectual method of teaching the alphabet. In the order of the diary of the school, the exercise of the first hour is oral instruction in arithmetical tables, orthography, definitions and geography, and occasional lessons on common things; the second, writing on slates both from copies and by dictating words and definitions which are repeated before being written by the pupil, and the third, reading in classes, under draft monitors. While thus engaged, they stand at the reading stations and lesson posts, from which the reading lessons are suspended. During this exercise, which is simultaneous—the scholars of each class read in rotation to the class monitors and to the teacher and paid monitor, who supervise the whole order and course of instruction. A record is kept showing the attendance of the scholars, which is called and marked daily. The schools have generally commodious play grounds, and are allowed a recess of fifteen minutes at each session.

The following rules are recited daily after the school having been opened by reading the scriptures; and the scholars are then personally inspected as to cleanliness before repairing to their seats.

R U L E S.

- 1st. I must be silent when the bell rings.
- 2nd. I must always mind my Teachers.
- 3rd. I must come every day, and be here when school goes in.
- 4th. I must not be idle.
- 5th. I must not lie.
- 6th. I must not steal.
- 7th. I must not swear.
- 8th. I must not be angry.
- 9th. I must not strike nor hurt any one in anger.
- 10th. I must be pleasant and kind to all.
- 11th. I must forgive all who offend or injure me.
- 12th. I must be clean in my clothes, my face, and my hands.
- 13th. I must be decent in all my ways.
- 14th. I must not destroy my books or lessons.
- 15th. I must not tear nor break any of the furniture of the school.
- 16th. I must repeat these rules every day and try to keep every one of them.

And in the Primary Departments, the following is added.

PERSUASIVE CHARGE.

T. My dear children, the intention of this school, is to teach you to be good and useful in this world, that you may be happy in the world to come. What is the intention of this school?

T. We therefore first teach you to "remember your Creator in the days of your youth." What do we first teach you? *T.* It is our duty to teach you this, because we find it written in the Holy Bible. Why is it our duty to teach you this? *T.* The Holy Bible directs us to "train you up in the way you should go." What good book directs us to train you up in the way you should go?

T. Therefore my children,—

You must obey your parents.

S. I must obey my parents.

T. You must obey your teachers.

S. I must obey my teachers.

T. You must never tell a lie.

S. I must never tell a lie.

T. You must never steal the smallest thing.

S. I must never steal the smallest thing.

T. You must never swear.

S. I must never swear.

T. God will not hold him guiltless, that taketh his name in vain.

S. God will not hold him guiltless, that taketh his name in vain.

T. God always sees you. (Slowly and in a soft tone.)

S. God always sees me.

T. God hears all you say.

S. God hears all I say.

T. God knows all you do.

S. God knows all I do.

T. You should fear to offend him, for he is most holy.

S. I should fear to offend him, for he is most holy.

T. You should depart from evil, and learn to do well.

S. I should depart from evil, and learn to do well.

T. May all you dear children while attending this school, learn to be good and useful in this world.

S. May we all while attending this school, learn to be good and useful in this world.

T. And with God's blessing, may you be happy in the world to come.

S. With God's blessing, may we be happy in the world to come.

The room is seated in a quadrangular form, with a seat six to eight inches from the wall, with the writing desk two to three inches from the seat. In front of this is another continuous seat attached to the desk, where all the scholars may be seated for simultaneous and oral instruction, and being in full view of the teacher, order and attention are much promoted thereby, while the central area of the room is conducive to a free circulation of air, agreeable to the eye, and gives easy access to the pupils, and to every part of the school room, and is better suited for the evolutions required for a desirable degree of physical exercise. The teacher's desk is at one end of the room, so that the scholars at all times, when seated, either before or behind the writing desks, form a hollow square towards the teacher's station. Within this central area are the stations for the reading classes, marked by circles scored on the floor.

The Primary departments are in the basement of the Public school buildings; they have two rooms, divided by a sliding partition, which is occasionally thrown aside, making it as one room, for the purpose of simultaneous exercises at the opening and close of the school. The main room is seated as the Primary school rooms; the other has a gallery of four or five platforms, two or three inches in width, the risings graduated from seven to nine inches, with a back board of an inch thickness, extending the whole length, seven inches from the front, for seatings projecting an inch over the risings; the gallery seats from one hundred and fifty to two hundred, and is occupied alternately by the children of all the classes in two divisions; the first, second, and third classes at one time, and the fourth and fifth at another, for general oral instruction, with illustrations by sensible objects. Singing, and a greater extent of physical exercises constitute with the foregoing arrangements, the difference between the departments and Primary schools. When the scholars are promoted to the upper schools, the teachers thereof are required to report to the Primary School Committee four quarters continuously, showing their progress according to the following form.

QUARTERLY REPORT OF PUBLIC SCHOOL NO.

TO THE PRIMARY SCHOOL SCHOOL COMMITTEE.

The Teachers of the Public Schools are required to report quarterly to the Primary School Committee, the names of all the pupils received from the Primaries, together with the age, date of entrance, the class admitted into, and the advancement of *each*, for four quarters thereafter.

NEW YORK,

1st, 18

The Teacher of Public School No. () reports the following admissions and advancements of pupils from Primaries, the past quarter.

From Primary No.	NAMES.	AGE.	DATE.	CLASSES.					
				4.	5.	6.	7.	8.	9.

THE UPPER SCHOOLS.

The rooms are generally 70 by 40, and 15 to 18 feet in height. The seatings are in the middle, with a passage of two feet through the centre, to allow of easy access, and six to seven feet space from the ends of the desk, and along the side and rear walls, for reading stations, &c. The teacher's platform is in the space in front, and in the rear are two recitation rooms, generally 10 by 18 feet.

The male and female departments are distinct schools, comprised of the four highest classes, according to their classification by reading. In other studies they are divided into junior and senior classes; the junior arithmetic class meaning the lowest, and so on. The girls are taught by female teachers. The several studies pursued are not all daily attended to, but time is appropriated to each according to its importance, which is designated in a systematic diary, which duly apportions the thirty school hours of each week. The diary also exhibits other operations of the school. There are in each school a principal, assistant and two junior teachers, denominated first and second monitors; the first being in some cases a "passed monitor." The principal and assistant alternately have the general government of the school in the main room, and teach divisions in the recitation or class rooms, while the monitors have charge of a division in the recitation rooms, or assist in the main room. Two sets of teaching monitors are chosen monthly from the ad-

vanced classes, who are employed in teaching the lower divisions in reading, spelling, definitions, arithmetic, and sometimes geography; the teaching monitors having performed these duties, are received into the recitation room for their own instruction; the classes also which they have taught are in larger divisions, at stated times, personally instructed by the principal, assistant, and paid monitors; part of them in the recitation rooms, and part in the main room; the whole school thus in four or five large divisions receiving extended instruction, and undergoing a review of the lessons taught them by the monitors. This is sometimes varied by the practice of having part of them thus engaged in the class rooms, while those occupying the main room are engaged in some general exercise, as writing copies on slates, or simultaneous instruction in geography on the blank maps of the hemispheres on the walls of the school room.

By such modifications of the system of mutual instruction, that only right principle of teaching, "mind acting on mind," is brought effectually into operation on all the pupils, for although this is somewhat operative under the course of monitorial teaching by the Lancasterian and Madras systems, yet not sufficiently so to give confidence to either as a thorough system of instruction, their mechanical processes doing well, only to a limited extent; the varied plans, however of Dr. Bell for the extension of mutual instruction, being more in the spirit of the science of teaching, than those of Lancaster, may favorably except the Madras system, from the full force of this observation, while both wrought into one, with modifications, may effect improved results. They are thus modified in the Public Schools, by which, like advantages are given to all, by personal instruction from the teachers, and the review of the monitor's work, checking neglect, and prompting him to efficiency in his duties.

By these plans, time is economised, industry and activity promoted, the mental powers invigorated by independent action, in all who successively participate in monitorial duties, (which all do in regular course of promotion,) and the discipline of the school made comparatively easy. These combined and important advantages, are not practically secured by any other system, to an equal degree. It may be further observed, that the class rooms afford to all in them in turn, better opportunities of particular oral instruction, and illustration by objects and apparatus, with the chalk and black board. A good proportion of time is given in the schools to this mode of instruction, rather than to an extended use of class-books and memoriter recitations, to which however sufficient attention is given for disciplining the mind, and strengthening the faculties of the department

of memory, but at the same time, duly blending the living lessons of the teacher, with those of the book. For memory, however strong and full of the material of thought, cannot be substituted for intellect ; and abstraction, however necessary for the discipline of the mind, is not to be depended upon in the young. Therefore, the teacher should never feel satisfied with any step his pupil may have taken, till he has full demonstration that he can take it over again *by himself*. Any plans that lead to such desirable intellectual results, not only call into more vigorous and efficient action, the powers of the teacher's mind, but better exercises those of the pupil. Upon the right developement of these principles, depends the vitality of the system of mutual instruction, as modified in the practice of the Public Schools. The physical or business operations of the school, are also effected by the aid of monitorial duty. By these means, labor is divided, industry promoted and good discipline easily attained, and better established. There is therefore a constant appointment of different orders of monitors over all the affairs of the school, and their duties all promptly attended to, without taxing the teacher's time or vigilance, and only using up, what on the part of the pupil would be wasted in idleness, and perhaps disorder. So the constant employment, either in teaching or being taught, or doing something for the general purposes, and progress of the school, the very methodical manner in which every thing is done, the frequent and regular change of exercises, with the close and active employment thereby constantly given to all, leaves little room for idleness, or collision of the passions. The best of order therefore at all times prevails, sometimes amidst the most profound silence when required, and at others, during the constant motion and busy hum of actual labor. The school presenting a well organized little community, under the direction of its leaders, doing each other good, and each partaking of benefits produced by the united labors of all, an exemplification of republican principles, under a system which, if properly carried out, it must be acknowledged, is well calculated to make good scholars and good citizens.

New-York, May, 1842.



